

Budgeting for fun in a rural setting

Students practice budgeting by planning for a fun overnight trip to a rural area.

Learning goals

Big idea

When planning for a trip or an event, creating a budget ahead of time can help keep your expenses under control.

Essential questions

- What types of things should be included in a budget?
- How can budgeting help me manage my money?

Objectives



- Create a budget for an imaginary overnight trip to a rural setting
- Understand the advantages of making and sticking to a budget

What students will do

- Work with a partner to plan a budget for an overnight trip to a rural setting.
- Reflect on the planning and budgeting process as a way to manage money.

KEY INFORMATION

Building block:

-  Executive function
-  Financial knowledge and decision-making skills

Grade level: High school (9-12)

Age range: 13-19

Topic: Spend (Budgeting, Buying things)

School subject: CTE (Career and technical education), Fine arts and performing arts, Math, Physical education or health, Social studies or history

Teaching strategy: Cooperative learning, Simulation

Bloom's Taxonomy level: Evaluate, Create

Activity duration: 45-60 minutes

STANDARDS

Council for Economic Education
Standard II. Buying goods and services

Jump\$tart Coalition
Spending and saving - Standards 1 and 4

Preparing for this activity

- ☐ Print copies of all student materials for each student, or prepare for students to access them electronically.
- ☐ While it's not necessary, completing the "[Making spending decisions](#)" and "[Creating a buying plan](#)" activities before this one may make it more meaningful.

What you'll need

THIS TEACHER GUIDE

- [Budgeting for fun in a rural setting](#) (guide)
[cfpb_building_block_activities_budgeting-fun-rural-setting_guide.pdf](#)

STUDENT MATERIALS

- [Budgeting for fun in a rural setting](#) (worksheet)
[cfpb_building_block_activities_budgeting-fun-rural-setting_worksheet.pdf](#)

Exploring key financial concepts

Travel and entertainment are a lot of fun – but not if they lead to financial challenges. An important part of managing your money is doing some careful planning and budgeting for special trips and events. Creating a budget can help you figure out if you have enough money to cover your obligations and still save for something extra you may want for yourself or your family.

Teaching this activity

Whole-class introduction

- Ask students if anyone has ever saved money to attend an event or go on a trip.
 - Have them discuss what that process was like.
 - Ask them to share whether they met their savings goals for the trip and whether they stayed within a budget.

- Be sure students understand key vocabulary:
 - **Budget:** A plan that outlines what money you expect to earn or receive (your income) and how you will save it or spend it (your expenses) for a given period of time; also called a spending plan.
 - **Long-term goals:** Goals that can take more than five years to achieve.
 - **Savings:** Money you have set aside in a secure place, such as in a bank account, that you can use for emergencies or to make specific purchases.
 - **Short-term goals:** Goals that can take a short time, or up to five years, to reach.

Group work

- Students can work with a partner to complete this activity.
- Distribute the “Budgeting for fun in a rural setting” worksheet to each student.
- As students review the worksheet, ask them to pretend to be two friends who have been saving up money to go on an overnight trip to a rural setting.
- Emphasize that students have to stick to a fixed budget of \$500.
 - Be sure students understand that the costs in the worksheet are only examples; actual costs may be higher or lower.
- Make sure students understand the task before having them complete steps 1 and 2 on the worksheet.
 - Note: They’ll complete the reflection questions on their own at the end of class.

Wrap-up

- Bring the class back together to discuss the decisions they made.
- You can use the following questions to drive discussion:
 - Which event(s) did you and your partner choose?
 - What was the total cost for your trip?
 - What was the largest expense in your budget?
 - Was it easy or difficult to agree on your decisions?
 - What compromises did you make in order to stick to your budget?
 - What other creative things might you do to do more on your trip without going over your budget?

- Leave about five minutes for students to complete the reflection questions on their own at the end of class.

Suggested next steps

Consider searching for other activities that address the topic of spending, including budgeting and buying things.

Measuring student learning

Students' responses will give you a sense of their understanding. **Keep in mind that students' answers may vary, as there may not be only one right answer.** The important thing is for students to have reasonable justification for their answers.